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ABSTRACT

This bibliography of 144 annotated citations covers research in the teaching of English from July 1 through December 31, 1972. Subject categories include literature, humanities and the media, written and oral communication, language and verbal learning, bilingual and bidialectal programs, general English curriculum, and testing and evaluation. Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, college and adult, special education, and teacher training. (HOD)

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Bibliography of research in the teaching of English: July 1, 1972 to December 31, 1972

Daniel J. Dieterich

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With this issue, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) undertakes the task of compiling the semi-annual bibliography. For the convenience of those using them, this and future bibliographies will be annotated. It is hoped that this will make the listing more useful and will help readers avoid searching out or ordering research which is not really pertinent to their area of interest. The classification system has likewise been modified so that it permits easier access to information by educational levels. Finally, the scope of the bibliography has been narrowed so as to eliminate needless duplication of efforts. Those interested in research in the field of reading are referred to Reading Research Quarterly's extensive annual "Summary of Investigations Relating to Reading" (Winter issue); RTE will no longer be indexing research that is strictly in the field of reading. Those interested in research in the areas of debate, theatre, or forensics are referred to the Bibliographic Annual in Speech Communication which covers these areas more thoroughly than is possible for RTE; RTE will continue to index items dealing with all other aspects of the teaching of oral communication.

Your comments on these changes would be welcomed.

CS200 656

1. Literature, Humanities and Media

1.1 Reviews of Research

1.1.1 Culinan, B. E. Research report: Teaching literature to children, 1966-1972. Elementary English, 1972, 49, 1028-1037.

Reviews six basic areas of research on teaching literature to children, concluding that the specificity needed to study teacher effectiveness has not been found in the teaching of literature to children.

1.1.2 Dieterich, D. J. 'Books that lie and lullabye.' Elementary English, 1972, 49, 1000-1009.

Reviews research and commentary on the subject of racism and sexism in children's books.

1.1.3 Purves, A. C., and Beach, R. Literature and the Reader. NCTE, 1972.

Reviews the past 50 years of research on response to literature, reading interests, and the teaching of literature. Extensive bibliography.

1.1.4 Rowell, C. H. Afro-American literary bibliographies: an annotated list of bibliographical guides for the study of Afro-American literature, folklore and related areas. Disseration Abstracts International, 1972, 33, 1740A.

Provides students of Black Studies with a descriptive list of bibliographical tools for research in Afro-American literature, folklore, and allied fields.

1.1.5 Sternthal, B. Persuasion and the mass communication process. Dissertation Abstracts International, 1972, 33, 1758A.

Provides a foundation of knowledge concerning persuasive mass communications that may serve as a basis for its understanding, practical application, and systematic research.

See also: Amer. Association of Junior Colleges, 5.1.1; Blount, N.S., 5.1.2.

1.2 Status Surveys

1.2.1 Keeley, J. A. The current status of the humanities in the curriculum of the public schools of Colorado. Dissertation Abstracts International, 1972, 33, 1417A.

Concludes that humanities programs tend to exist in particular schools because of the schools' educators. The existence of a program was not related to the school's level, location, socioeconomic neighborhood, size, enrollment, or facilities.

1.2.2 Rumbley, R. The history of speech and drama education in the Dallas public schools (1884-1970). Dissertation Abstracts International, 1972, 32, 6693A.

Contains a record of the facts, events, and circumstances which determined the condition and progress of speech and drama education in the Dallas Public Schools from 1884 to 1970.

1.3 Preschool and Elementary

1.3.1 Bildman, J. L. A study of child-adult relationships as revealed in selected contemporary picture-storybooks for children in the primary grades. Dissertation Abstracts International, 1972, 33, 950A.

Analyzes 100 picture-storybooks in twenty key questions dealing with the image of the 6-9-year-old child, aspects of interaction between child and adult, and the interplay of the environment on the interactions.

1.3.2 Blatt, G.T. Violence in children's literature:a content analysis of a select sampling of children's literature and a study of children's responses to literary episodes depicting violence. Dissertation Abstracts International, 1972, 33, 2316A.

1.3.3 Carmichael, C. W. Values in children's literature--as perceived by whom? Elementary English, 1972, 49, 996-999, 1055.

Attempts to decide whether there is any validity to the belief that what an adult sees in a book will also be perceived by a child.

1.3.4 Cooper, B., and Smith, D. M. Reactions of sixth-grade students to remembered favorite books of elementary school teachers. Elementary English, 1972, 49, 1010-1014.

Indicates that remembered favorites of adults are still being read by or to today's youth to a considerable degree. Suggests that preferences in and reactions to books are very individual.

1.3.5 Feeley, J. T. Interest patterns and media preferences of boys and girls in grades four and five. Dissertation Abstracts International, 1972, 33, 190A.

Seeks to identify and describe the interest patterns and media preferences (print and television) of children by subjecting responses to an interest inventory. Sex, race, and socioeconomic status are factors studied.

1.3.6 Henze, M. V. Children's responses to literary style. Dissertation Abstracts International, 1972, 33, 1979A.
Finds that instead of increasing listening enjoyment, learning about elements of style tended to make the children in the experimental group more discriminating than the control group in their ratings of the author's style.

1.3.7 Riggsby, D. S. Film production as an activity in sixth grade social studies: a study of cognitive retention. Dissertation Abstracts International, 1972, 33, 1083A.
Compares the cognitive retention of sixth grade students engaged in film making during a unit on Mexico with the cognitive retention of three other groups of students.

1.3.8 Shapiro, P. P., and Shapiro, B. J. An evaluation of poetry lessons with children from less advantaged backgrounds. Educational Leadership, 1972, 30, 55-59.
Finds that children from lower class backgrounds can be taught to express themselves poetically.

1.3.9 Sloan, G. D. The practice of literary criticism in the elementary school as informed by the literary and educational theory of Northrop Frye. Dissertation Abstracts International, 1972, 33, 1084A.
Explores the proposition that literary criticism may have meaningful beginnings in the elementary school, that it is at this level a study of vital importance, and that its practice may be informed by the literary theory of Northrup Frye.

1.3.10 Zucaro, B. J. The use of bibliotherapy among sixth graders to affect attitude change toward American Negroes. Dissertation Abstracts International, 1972, 33, 1340A. Finds that bibliotherapy can change suburban school children's attitudes toward American Negroes in a favorable direction.

See also: Pinar, W. F., 1.4.8.

1.4 Secondary

1.4.1. Andrews, L. Author biography and poetry study: II. Research in the Teaching of English, 1972, 6, 176-180. Data suggest that the students in the study respond more favorably to contemporary poetry, but that when author information was added there was no significant difference between their appreciation scores.

1.4.2 Brewbaker, J. M. The relationship between the race of characters in a literary selection and the literary responses of Negro and white adolescent readers. Dissertation Abstracts International, 1972, 33, 548A. Concludes that the major effect of the race-of-characters (white, Negro, and neutral) in 3 versions of a short story was to lower reader evaluation of Negro characters.

1.4.3 DiPonio, M. The humanities in the high school: a study of a humanities program in one Michigan secondary school. Dissertation Abstracts International, 1972, 33, 2069A. Recommends that the humanities be redefined, expanded, and offered to as many students as possible.

1.4.4 Frankel, H. L. The effects of reading The Adventures of Huckleberry Finn on the racial attitudes

of selected ninth grade boys. Dissertation Abstracts International, 1972, 33, 1318A.

Finds that the study of the novel changes the attitudes of adolescent boys toward whites and blacks in a positive direction by reducing hostile feelings and increasing favorable feelings.

1.4.5 Lewis, W. J. A comparison of responses of adolescents to narrative and lyric literature and film. Dissertation Abstracts International, 1972, 33, 2221A.

Finds that adolescents respond differently to film than to literature when the selections are comparable.

1.4.6 Luc, J. W. Identity and image development of students through Black literature. Dissertation Abstracts International, 1972, 32, 6763A.

Finds that more recently efforts have been made to include Blacks in literature anthologies, but that more needs to be done to aid in the development of minority self-concepts.

1.4.7 Millett, N. C. An experimental technique for assessing readers' responses to structural principles and clues to order in a poem. Dissertation Abstracts International, 1972, 33, 1325A.

Attempts to discern which elements of structure are actually meaningful to readers at different levels of schooling. The seven conclusions are significant for teachers, textbook authors, curriculum planners, and literary critics.

1.4.8 Pinar, W. Humanities Program: critique and rationale. Dissertation Abstracts International, 1972, 33, 1422A.

Proposes a humanities program comprised of "two interdependent curricular components: the nuclear and the cortical, which, in combination, constitute a total humanizing ambience."

1.4.9 Thompson, R. F. The effects of explanation and practice in interpreting literary devices on ninth-grade students' ability to interpret literature. Dissertation Abstracts International, 1972, 33, 908A.

Compares two instructional methods used to teach junior high school students how to interpret literature.

1.4.10 Townsend, D. K. Oral interpretation of literature: a theoretical and practical approach to the study of literature in secondary school English. Dissertation Abstracts International, 1972, 33, 227A.

Assesses the role of oral interpretation in a comprehensive theory of discourse, and suggests an approach for its implementation in secondary school English.

See also: Hillocks, G., Jr., 5.2.3.

1.5 College and Adult

1.5.1 Bacon, R. Literary theory: A pedagogy. Dissertation Abstracts International, 33, 1136A.

Deals with the preparation, designing, teaching, and evaluation of a course in literary theory.

1.5.2 Edwards, E. A. The factors which contribute to the effectiveness and success of the inter-related humanities course on the sophomore level in the junior college.

Dissertation Abstracts International, 32, 6680A.

Finds that there are relatively few junior colleges in the states studied (Alabama, Florida, Georgia, South Carolina, and North Carolina) that offer the interrelated humanities course and that most teachers feel inadequately trained.

1.5.3 Kirkpatrick, C. G. The college literature class: Observations and description of class sessions on The Scarlet Letter. Dissertation Abstracts International, 1972, 33, 2239A.

Describes how seven college teachers and their students talked about one work of literature in order to determine how different teachers approach the teaching of the same work.

1.5.4 Lynch. F. D. Clozentropy: a technique for studying audience response to films. Dissertation Abstracts International, 1972, 33, 1871A.

Develops a reliable and valid technique for determining differences in complexity among films and differences in sophistication among viewers.

1.5.5 Vorce, A. E. A Critical Analysis of three case examples of humanities education programs for adults. Dissertation Abstracts International, 33, 1407A.

Finds that the philosophy and goals of the three institutions studied were fairly concordant with the model concepts of humanities education, but that there were discrepancies between the model and the actual practice of each institution.

1.5.6 Wainer, H., and Berg, W. The dimensions of De Maupassant. American Educational Research Journal, 1972, 9, 485-491.
Uses multidimensional scaling to determine the perceptual space employed by a group of students in judging a set of literary works.

See also: Pinar, W. F., 1.4.8.

1.7 Teacher Training

1.7.1 Phillips, R. A. An epistemological justification of the place of literary art in the curriculum. Dissertation Abstracts International, 1972, 33, 2242A.
Epistemologically justifies the place of literary art in the curriculum by showing that its aesthetic significance embraces a kind of referential function to the external world so that it communicates knowledge that can be communicated in no other way.

1.7.2 Trezise, M. J. A study of the feasibility of using instructional modules in a children's literature class. Dissertation Abstracts International, 1972, 33, 2091A.
Finds that students can acquire a substantial amount of factual data on specific information about children's literature through this instructional approach.

2. Written and Oral Communication

2.1 Reviews of Research

2.1.1 Dieterich, D. J., Composition evaluation: Options and advice. English Journal, 1972, 61, 1264-1271.
Reviews research and commentary on the subjects of lay readers, tape-grading, computer evaluation, the value of composition evaluation, and evaluation reliability.

2.1.2 Hoetker, J., and Rupley, W. Poetry in the elementary classroom: The professional literature, 1970-1972. Elementary English, 1972, 49, 1158-1165.

Reviews research and commentary on the teaching and writing of poetry at the elementary school level.

2.1.3 Longstreet, W. S. Multiforms of communication in interpersonal understanding. Educational Leadership, 1972, 30, 175-177.

Reviews research on non-verbal communication and the observation and analysis of non-verbal communication.

See also: Blount, N.S., 5.1.2.

2.2 Status Surveys

2.2.1 Ayscue, V. G. A descriptive study of the teaching of composition in North Carolina public high schools: 1964-1969. Dissertation Abstracts International, 1972, 33, 1557A.

Finds that, with some variations, the teaching of composition in North Carolina compares favorably in eight categories with that in other parts of the nation.

2.2.2 Cook, W. D. A history of adult literacy education in the United States. Dissertation Abstracts International, 1972, 33, 544A.

Relates and interprets the events associated with the development of adult literacy education from 1900 to 1970.

2.2.3 Prentice, J.E. The status of recent experimental, empirical, and rhetorical studies in the teaching of persuasion. Dissertation Abstracts International, 1972, 32, 6691A.

Uses an eighty-five item questionnaire, mailed to 300 speech teachers in senior colleges and universities in

the United States to collect data.

2.3 Preschool and Elementary

2.3.1 Alpren, P. F. An investigation of whether feedback about 'originality' of story writing is associated with increased originality in subsequent writings of fifth-grade students. Dissertation Abstracts International, 1972, 33, 1579A.

2.3.2 Carner, R. L. The relative effectiveness of the initial teaching alphabet and traditional orthography on reading, spelling and writing achievement of first and second grade children. Dissertation Abstracts International, 33, 5466A.

Finds attitudes toward reading to be more positive when i.t.a. is the medium of instruction. Also finds a significant difference in favor of i.t.a. at first grade level in the linguistic structure of writing samples.

2.3.3 Christensen, K. E. M. Effects upon children's oral syntactic language development under two kindergarten programs. Dissertation Abstracts International, 1972, 33, 70A.

Assesses the effects of programs (a regular curriculum with and without an adaptation from the language-experience approach to reading), of social class, and of sex on changes in oral syntax.

2.3.4 Gould, K. L. Relationships of creativity, reading comprehension, intelligence, and response to a literature selection for fourth grade inner-city children. Dissertation Abstracts International, 1972, 33 893A.

Attempts to determine relationships between verbal

and nonverbal creative thinking, literal reading comprehension, intelligence, and creative oral response to a literature stimulus.

2.3.5 Johnson, J. B. An analysis of spelling difficulties of common words used with high frequency. Dissertation Abstracts International, 1972, 33, 79A.

Recommends that the 433 spelling words identified as being misspelled by more than 40% of the pupils should receive more attention in instructional programs.

2.3.6 McDaniel, E., and Pietras, T. Conventional test scores and creative writing among disadvantaged pupils. Research in the Teaching of English, 1972, 6, 181-186.

Examines the realtionship of a child's general intelligence, achievement, and language skills (as measured by conventional tests) with his creative ability (as measured by a story rating scale).

2.3.7 Nemanich, D. Passive verbs in children's writing. Elementary English, 1972, 49, 1064-1066.

Finds that though there is a large difference between the use of passive verbs in the writing of children and adults, both use passive verbs, and neither uses them extensively.

2.3.8 Porter, J. Research report: Martin, J. J., The development of sentence writing skills at grades three, four, and five. Elementary English, 1972, 49, 867-870.

A general investigation of a linguistically structured English curriculum based upon a Transfer Model for the Development of Sentence-Writing Skills.

2.3.9 Porter, J. Research report: National Assessment: Writing. Elementary English, 1972, 49, 863-866.
Reports the findings to date of the National Assessment of Educational Progress in Writing.

2.3.10 Robinson, V. H. A comparison of standard English patterns produced by Head Start participants and comparable children with no Head Start experience. Dissertation Abstracts International, 1972, 33, 906A.

2.3.11 Young, E. R. The differential influence of three methods of sentence expansion instruction on the written composition of second grade boys and girls. Dissertation Abstracts International, 1972, 33, 1032A.
Indicates that children seem to improve their written composition through instruction in sentence expansion. The pattern of results show that a differentiation of instructional techniques for the sex groups may be profitable.

See also: Hoetker, J., 2.1.2; and National Assessment, 2.4.3 and 2.4.4.

2.4 Secondary

2.4.1 Beckstrand, P. E. The adaptation of transactional analysis as a means to the teaching of written expression in high school. Dissertation Abstracts International, 1972, 33, 1409A.
Statistical results indicate that the use of Transactional Analysis yielded a significant change at the .01 level in Locus of Control among the Experimental group; that is, these students moved in the direction of internality.

2.4.2 Caskey, J. D. An analytical study of the articles pertaining to the teaching of literature published in the English Journal for the years, 1959-1968. Dissertation Abstracts International, 1972, 33, 1137A.

Explores the interest in media used in the teaching of literature; the amount of writing published by high school English teachers, English professors, and education professors; and the number of articles on curriculum problems dealing with high school literature.

2.4.3 National Assessment of Educational Progress. Report 3: 1969-1970 Writing: National Results. Education Commission of the States, 1970.

Contains results by age (9, 13, 17, and adult) of an assessment of writing abilities of 88,000 individuals.

2.4.4 National Assessment of Educational Progress. National Assessment Report 5: 1969-1970 Writing: Group Results for Sex, Region and Size of Community. Education Commission of the States, 1971.

Contains results of the writing assessment by sex, region (Northeast, Southeast, Central, and West), and size of community (big cities, urban fringes, medium-size cities, and smaller places).

2.4.5 Radcliffe, T. Talk-write composition: A theoretical model proposing the use of speech to improve writing. Research in the Teaching of English, 1972, 6, 187-199.

Outlines an experiment to test the theory that writing is enhanced when the writer discusses his ideas before he submits them to paper.

2.4.6 Stoner, D.; Beall, L. L.; and Anderson, A. A systems approach to the teaching of the mechanics of English expression. Research in the Teaching of English, 1972, 6, 200-211.

Data from two studies indicate that daily writing and daily correction and grading based exclusively on mechanics improve students' ability to write correctly by eliminating common errors.

2.4 See also: Porter, J. (National Assessment), 2.3.9.

2.5 College and Adult

2.5.1 Gee, T. C. Students' responses to teacher comments. Research in the Teaching of English, 1972, 6, 212-221.

Concludes that students seem to have more patience in working on their compositions if they think they will be rewarded for what they do well and if they are encouraged along the way.

2.5.2 Kelly, H. F. Systematic description of procedures used in teaching two college freshman composition courses. Dissertation Abstracts International, 1972, 33, 1080A.

Tests whether an open learning environment and a teaching-learning pattern of self-determination contribute to the development of student compositions meeting cooperatively developed criteria for organization and clarity.

2.5.3 Khatena, J. The use of analogy in the production of original verbal images. The Journal of Creative Behavior, 1972, 6, 209-213.

Discusses the responses of 141 men and women on a test designed to measure verbal originality through creative analogies.

2.5.4 Pickard, K. L. An experimental study of the effect of remedial instruction in English usage on the achievement of college students in business letter writing. Dissertation Abstracts International, 1972, 33, 503A.

Recommends that students not necessarily be required to have remedial instruction in English usage to improve their letter-writing skill, and that teachers be aware that people's judgment of letter-writing skills can vary considerably.

2.5.5 Resch, K. E. An analysis of the effectiveness of freshman composition as it is taught at Western Illinois University. unpublished M.S. thesis, Western Illinois University, 1972 , ED 064 271.

Finds that freshman students do improve their writing ability after one and one-half quarters of composition.

2.5.6 Stern, A. A. Semantic analysis: a "reading" approach to the teaching of composition. Dissertation Abstracts International, 1972, 33, 226A.

Outlines and demonstrates a method of analyzing full-length argumentative essays from point of view, arguing that guided reading of models can provide insight into the logical and structural requirements of good writing.

See also: Johnson, D. C., 3.5.1; National Assessment, 2.4.3 and 2.4.4; and Porter, J. (National Assessment), 2.3.8.

2.7 Teacher Training

2.7.1 Garman, N. B. A study of clinical supervision as a resource for college teachers of English. Dissertation Abstracts International, 1972, 32, 6835A.

Studies the role of the clinical supervisor through an investigation to determine the influence of two experimental training programs on two groups of teaching assistants.

2.7.2 Rosen, L. S. A study of an in-service program for college teachers of freshman English. Dissertation Abstracts International, 1972, 33, 149A.

Reports of an in-service program for college teachers of Freshman English which involved four teachers and 120 students.

2.7.3 Sperber, S. M. Development of a training program for teachers using interpersonal process, communications and problem solving skills. Dissertation Abstracts International, 1972, 33, 656A.

Conceptualizes, designs, and implements a training program to help teachers clarify and enlarge their perceptions of self as person and teacher, and develop skills in problem solving and interpersonal communications.

3. Language and Verbal Learning

3.1 Reviews of Research

3.1.1 Guralnick, M. J. Alphabet discrimination and distinctive features: Research review and educational implications, Journal of Learning Disabilities, 1972, 5, 428-434.

3.1.2 Higginbotham, D. C. Psycholinguisitc research and language learning. Elementary English, 1972, 49, 811-817.

Discusses whether language acquisition theory has relevance for education practice and whether the extent of knowledge of the uses of language in various contexts has a bearing on school performance.

3.1.3 Lewis, W. J. Language acquisition through age five. Elementary English, 1972, 49, 1098-1101.

Reviews research on the subject of how children make psychoacoustic discriminations and how they produce sounds and sequences of sounds.

3.1.4 Valmont, W. J. Spelling consciousness: A long neglected area. Elementary English, 1972, 49, 1219-21.

Reviews research on spelling consciousness, the ability to know whether or not a word one has written is spelled correctly.

See also: Blount, N.S., 5.1.2; and Sedelow, S.Y., 5.1.5.

3.3 Preschool and Elementary

3.3.1 Abramowitz, E. A. Interference in oral language learning as a function of degree of similarity between early language habits and language to be learned. Dissertation Abstracts International, 1972, 33, 610A.

Has implications for the growing proportion of students in inner city schools who do not acquire standard English, vocabulary, grammar, or reading comprehension.

3.3.2 Baxley, D. M. The utility of 45 phonic generalizations as applied to oral vocabularies of economically limited Spanish surname children. Dissertation Abstracts International, 1972, 33, 1309A.

Findings are considered necessary for teachers using the experience approach to the teaching of beginning reading.

3.3.3 Callaway, B.; McDaniel, H.; and Mason, G. E. Five methods of teaching language arts: A comparison. Elementary English, 1972, 49, 1240-1245.

Determines the relative effectiveness of methods which do (or do not) involve coordinated instruction in language arts.

3.3.4 Christensen, K. E. Language facility of kindergarten children. Elementary English, 1972, 49, 1107-1111, 1119.
Investigates the effects of two kindergarten programs, social class, and sex upon children's oral syntactic language facility.

3.3.5 Dewart, M. H. Social class and children's understanding of deep structure in sentences. British Journal of Educational Psychology, 1972, 42, 198-203.
Tests children's ability to comprehend passive voice sentences and related sentence structures in which deep and surface structure differ considerably.

3.3.6 Emig, J. Children and metaphor. Research in the Teaching of English, 1972, 6, 163-175.
Reviews the state of knowledge about metaphor, suggesting some questions for systematic--if not necessarily empirical--study concerning children and metaphor.

3.3.7 Fitzgerald, C. J. A study of fourth-grade productive thinking instruction in two content areas: Language arts and geography. Dissertation Abstracts International, 1972, 32, 6849A.
Examines students' and teachers' verbal productive thinking in two experimental classes to determine how it is affected by the classes' instruction in productive thinking.

3.3.8 Friedlander, B. Z.; Jacobs, A. C.; Davis, B. B.; and Wetstone, H. S. Time-sampling analysis of infants' natural language

environments in the home. Child Development, 1972, 43, 730-740.

Analyzes two infants' natural home language environments to discover characteristics of the babies' language experience patterns.

3.3.9 Graves, B. W. A kinesthetic approach to building language power. Elementary English, 1972, 49, 818-822.

Concludes that the special language program had positive transfer effect to the writing achievements of third grade children and was instrumental in helping children express themselves more fluently and maturely in writing.

3.3.10 Hamel, B. R.; Van Der Veer, M.A.A.; and Westerhof, R. Identity, language-activation training and conservation. British Journal of Educational Psychology, 1972, 42, 186-191.

Investigates the relation between (non-)conservation responses and the reasons given for them by 80 six-year-olds.

3.3.11 Harris, M. B., and Hassemer, W. G. Some factors affecting the complexity of children's sentences: The effects of modeling, age, sex, and bilingualism. Journal of Experimental Child Psychology, 1972, 13, 447-455.

Assesses the effects of the complexity of sentences spoken by monolingual children hearing English, bilingual children hearing Spanish, and bilingual children hearing English.

3.3.12 Jones, P. A. Home environment and the development of verbal ability. Child Development, 1972, 43, 1081-1086.

Finds that high-verbal boys were from homes where parents 1) have a higher interaction index, 2) have higher academic and vocation aspirations, 3) provide more opportunities for use and development of language, and 4) have higher occupational status.

3.3.13 Keislar, E. R.; Hsieh, H.; and Bhasin, C. An intercultural study: Discrimination and informal experience. The Reading Teacher, 1972, 26, 171-179.

Attempts to discover at what age children begin to discriminate the orthographic units of their own language relatively better than they do units of other languages.

3.3.14 Kogan, K. L.; Gordon, B. N.; and Wimberger, H. C. Teaching mothers to alter interactions with their children: Implications for those who work with children and parents. Childhood Education, 1972, 49, 107-110.

Summarizes research based on five to six years of preliminary study in analyzing styles of social interaction between young children and their mothers.

3.3.15 Kranyik, M. A. The construction and evaluation of two methods of listening skills instruction and their effect on listening comprehension of children in grade 1. Dissertations Abstracts International, 1972, 33, 1417A.

Results indicate that listening can be taught to a first grade population that has not as yet developed skill in reading, and that taped instruction is no more effective than a teacher-taught approach.

3.3.16 Mowles, C. E. A study of letter naming skills in disadvantaged five-year-olds. Dissertation Abstracts International, 33, 1419A.

Attempts to determine the effect of a systematic approach to the teaching of letter names on a group of disadvantaged five-year-olds. Results indicate a need for longitudinal studies of the long-range effect of early and direct teaching of letter names.

3.3.17 Rystrom, R. Language patterns and the primary child. The Reading Teacher 1972, 26, 149-152.

Suggests that elementary teachers can avoid features of their dialects which their students do not understand.

3.3.18 Wallace, E. E.; et al. Let's take another look. Elementary English, 1972, 49, 1223-1227.

Reviews the research on the question of list versus context as a technique for teaching spelling and describes the author's preliminary study which found context a significant aid to the retention and recall of word forms.

See also: Lewis, J., 3.1.3; and Valmont, W. J., 3.1.4.

3.4 Secondary

3.4.1 Georgiades, C. J. An evaluation of an English team teaching design. Dissertation Abstracts International, 1972, 33, 1562A.

Investigates the relationship between classroom structure (team teaching and conventional program) and the achievement of tenth grade students in syntax, spelling, and vocabulary.

3.4.2 Khan, S. B. Learning and the Development of Verbal Ability. American Educational Research Journal, 1972, 9, 607-614.

Uses test representing verbal, numerical, perceptual, and spatial factors to investigate the influence on a verbal learning experience of the nature of these mental activities.

3.4.3 Vickers, N. L. An analysis of three methods of teaching English on the attitude and achievement of educationally deprived students. Dissertation Abstracts International, 1972, 33, 1425A.

Investigates the effect of different methods of teaching English on English achievement and attitude toward school of 10th-grade educationally deprived students.

3.5 College and Adult

3.5.1 Johnson, D. C. A motivational teaching method model in English, reading and language arts for specially selected freshman minority group students in the University-Community Educational Program at the University of Pittsburgh. Dissertation Abstracts International, 1972, 33, 956A.

Describes a Motivational Teaching Method Model designed to meet the needs of U-CEP students by establishing a close interpersonal relationship between student-teacher.

3.5.2 Poole, M. E. Social class differences in language predictability. British Journal of Educational Psychology, 1972, 42, 127-136.

Results revealed significant social class message differences on a verbatim cloze completion criterion.

3.5.3 Snyder, C. R. Effects of comparison level feedback on classroom-related verbal learning performance. Journal of Educational Psychology, 1972, 63, 493-499.

Finds that subjects who received low comparison level feedback performed significantly better than those receiving high comparison feedback, who in turn performed significantly better than those receiving no feedback.

3.6 Special Education

3.6.1 Bernstein, J. C. K. Judgments of oral communication of mentally retarded children by mothers, teachers and speech therapists. Dissertation Abstracts International, 1972, 33, 1965A.

3.6.2 Evans, J. S., and Bangs, T. Effects of preschool language training on later achievement of children with language and learning disabilities: a descriptive analysis. Journal of Learning Disabilities, 1972, 5, 585-592.

3.6.3 Gustason, G. An evaluation of the mastery of simple English sentence structure by secondary age deaf students. Dissertation Abstracts International, 1972, 32, 6807A.

Attempts to construct, validate, and evaluate an instrument that will analyze the grasp of certain morphological and syntactical principles of English structure by the deaf secondary student.

3.6.4 Hoemann, H. W. The develpment of communication skills in deaf and hearing children. Child Development, 1972, 43, 990-1003.

Attributes deaf students poorer performance in peer-to-peer communicating to an experiential deficit affecting language acquisition and development.

3.7 Teacher Training

3.7.1 Falik, L. H., and Sichel, J. W. Classroom consultation as an intervention strategy. The Reading Teacher, 1972, 26, 187-192.

Discusses classroom consultation and describes a cooperative project which used a consultation model.

3.7.2 Gadell, S. S. P. The development and testing of programmed materials for teaching phonics to pre-service teachers. Dissertation Abstracts International, 1972, 33, 1562A.

Concludes that study of this program enabled pre-service teachers to gain a satisfactory understanding of phonics concepts so that they would be prepared to help children learn sound-symbol relationships.

4. Bilingual and Bidialectal Programs

4.1 Reviews of Research

4.1.1 Rosen, C. L. Assessment and Relative Effects of Reading Programs for Mexican Americans: A Position Paper. 1970, ED 061 000.

Considers the problem of teaching reading in English to Mexican American children with Spanish as their primary language.

4.1.2 Toronto Board of Education (Ontario). Research: Annotated Bibliography of New Canadian Studies. 1969, ED 061 136.

Lists 21 research reports providing information on the cultures and educational experiences of major ethnic groups in Toronto schools.

4.1.3 Toronto Board of Education (Ontario). Research '70. 1970, ED 061 135.

Consists of an annotated bibliography of 13 research reports on a wide variety of issues, including learning English as a second language.

See also: Blount, N. S., 5.1.2.

4.2 Status Surveys

4.2.1 Commission on Civil Rights. The Excluded Student: Educational Practices Affecting Mexican Americans in the Southwest. Mexican American Education Study. 1972, ED 062 069.

Observes that of three types of programs (bilingual education, English as a second language, and remedial reading) bilingual education is potentially the most advantageous, though practiced in only 6.5% of the schools.

4.3 Preschool and Elementary

4.3.1 Frydenall, D. J. Errors in oral English usage of Mexican-American pupils with a Spanish language background in grade 6 in the state of Colorado. Dissertation Abstracts International, 1972, 33, 551A.

Analyzes the language of students by identifying errors in English usage; classifying and tabulating the gross and relative frequency of errors; and comparing errors made by Mexican-American students with those made by the general Colorado population.

4.3.2 Kligman, D. S.; Cronnell, B. A.; and Verna, G. B. Black English pronunciation and spelling performance. Elementary English, 1972, 49, 1247-1253.

Concludes that pronunciation differences in Black English are significantly related to the spelling output of those children who speak the dialect.

4.3.3 Knight, L. N. Oral-aural language instruction and reading achievement of selected Spanish-speaking children.

California Journal of Educational Research, 1972, 23, 188-197.

Attempts to evaluate the effect of three treatments (Oral-Aural English; Oral-Aural Spanish; and non-oral-aural) on the reading achievement of second and third grade Spanish-speaking pupils.

4.3.4 Nagy, L. B. Effectiveness of speech and language therapy as an integral part of the educational program for bilingual children. Dissertation Abstracts International, 1972, 33, 1047A.

Finds that speech and language therapy in conjunction with English as a Second Language classes is of significant value on all grade levels when taken as a whole.

4.3.5 Nolen, P. S. Reading nonstandard dialect materials: A study at grades two and four. Child Development, 1972, 43, 1092-1097.

Explores differences in the recall of printed language patterns with 156 Negro and Caucasian low-socioeconomic-status children.

4.3.6 O'Neill, Jr., G. J. NNE grammatical items in the speech of Negro elementary school children as correlates of age, grade, and social status. Dissertation Abstracts International,1972, 32, 6957A.

Traces the syntactic interference of the dialect of black children attempting to speak standard English, and correlates the amount of interference with socio-economic variables.

4.3.7 Rogers, R. S., and Wright, E. N. The School Achievement of Kindergarten Pupils for Whom English Is a Second

Language: A Longitudinal Study Using Data from the Study of Achievement. July 1969, ED 066 220.

Presents data on the school performance of children for whom English is a second language, finding that such students overcame their performance deficit by grade 3.

4.3.8 Spector, S. Patterns of difficulty in bilingual Mexican-American children. M.A. thesis, February 1972, ED 066 083.

Examines English-language performance of bilingual children to determine patterns of difficulty and to stimulate intelligent decisions in designing language training programs for them.

4.3.9 Threlkeld, P. T. The Effectiveness of Michigan Migrant Primary Interdisciplinary Project (MMPIP) Curricula in Helping Children with English Language Problems. 1970, ED 063 979.

Concludes that MMPIP materials were effective in helping children with English language difficulties to have a significantly more effective use of the English language.

4.3.10 Van Duyne, H. J., and Gutierrez, G. The regulatory function of language in bilingual children. The Journal of Educational Research, 1972, 66, 122-124.

Investigates the development of the ability of 4-, 5-, 6-, and 7-year-old bilingual children to perform a complex perceptual-motor task when given only Spanish or English verbal instructions.

See also: Lemus-Serrano, F., 4.4.2.

4.4 Secondary

4.4.1 Kalantzis, C. P. The systems approach to instruction: English as a second language. Dissertation Abstracts International, 1972, 33, 1321A.

Specifies by verbal and figurative representation the nature of an integrative instructional model for teaching English as a Second Language based on the systems approach to instruction.

4.4.2 Lemus-Serrano, F. Mother-tongue acquisition and its implications for the learning of a second language. Dissertation Abstracts International, 1972, 33, 2333A.

Shows that there are implications in the development of the native speech for the learning of a second language; that the acquiring of a first and second language are two different processes; that when the two processes are interrelated more efficient second language instruction results.

4.4.3 Mantell, A. L. An assessment of two curriculum strategies for increasing bidialectal proficiency of speakers of non-standard dialect in the fifth grade in the New York metropolitan area. Dissertation Abstracts International, 1972, 33, 1419A.

Concludes that the curriculum strategies did not increase the number of standard English rules available to the non-standard speaker, though they did facilitate his retaining proficiency in non-standard Negro dialect.

See also: Braun, S. W., 4.5.1.

4.5 College and Adult

4.5.1 Braun, S. W. The analysis of predicative in various sets

of TESOL materials. Dissertation Abstracts International, 1972, 33, 67A.

Suggests that TESOL Textbooks examined have not presented an analysis which will enable students to handle complicated sentences at an advanced level.

4.5.2 Buck, J. F. Sociolinguistic implications of the phonological variations of Black and white speakers. Dissertation Abstracts International, 1972, 33, 1250A.

Concludes that the group most divergent in dialect variation is also most divergent in social perceptions of speakers and value orientations based on speech cues.

4.5.3 Garcia, N. C. Language factors in the employment of bilingual Mexican-Americans: a case study analysis. Dissertation Abstracts International, 1972, 32, 6681A.

Sees bilingualism as having a role in the employment setting of Mexican-Americans. Spanish appeared to be used on the job without compensation or recognition of its skill and economic value.

See also: Lemus-Serrano, F., 4.4.2.

4.7 Teacher Training

4.7.1 Crews, R. An experiment in dialect study. English Education, 1972, 4, 27-32.

Describes a special study group which acquainted students with information and resources or dialect study and engages in some of the experiences recommended by Shuy.

4.7.2 Hubble, M. W. Multicultural curriculum training with pre-student teachers in language arts. Dissertation Abstracts International, 1972, 33, 2073A.

Finds that 40 hours of multicultural curriculum training did not significantly change the subjects' attitudes twoards teaching culturally diverse learners.

5. General English Curriculum

5.1 Reviews of Research

5.1.1 American Association of Junior Colleges. Junior College Research Review. Volumes V-VI. 1972, ED 063 926.
Reviews such subjects as trends, curriculum, types of students and programs, faculty, measurement, employment, decision making, and educational accounts.

5.1.2 Blount, N. S. Bibliography of research in the teaching of English: January 1, 1972, to June 30, 1972. Research in the Teaching of English, 1972, 6, 251-283.

5.1.3 Dieterich, D. J. The Magical, mystical, mechanical schoolmaster, or, the computer in the English classroom. English Journal, 1972, 61, 1388-1395.
Reviews research on the use of computers for poetry generation, scheduling, English testing, and the teaching of spelling and reading. Discusses computer assisted instruction (CAI) and English education.

5.1.4 Harvey, R. C.; Kirkton, C. M.; et al. Annotated Index to the English Journal, First Supplement: 1964-1970. NCTE and ERIC/RCS, 1972.
Annotates and groups by subject all articles in English Journal for the years 1964-1970.

5.1.5 Sedelow, S. Y., and Sedelow, W. A., Jr. Language Research and the Computer. University of Kansas, 1972.

Discusses the concept of a national Center or Network for Computational Research on Language. Contains an extensive bibliography, a cybernetics and systems research reading list, and two other lists on computational linguistics and on the sociology of language.

See also: Eble, K.E., 5.2.2.

5.2 Status Surveys

5.2.1 Donlan, D. M. Dilemma of choice: Revolution in English curricula, 1958-1968. Dissertation Abstracts International, 1972, 32, 6740A.

Examines the 1958-1968 decade to determine 1) its most significant curriculum developments and their origins, 2) the forces that shaped their development, and 3) the assumptions about education which each development makes.

5.2.2 Eble, K. E. Preparing College Teachers of English. NCTE & ERIC/RCS, 1972, ED 062 321.

Reviews relevant research, curriculum trends, reports, and findings of national committees and commissions; discusses findings of a survey of 60 college English Departments.

5.2.3 Hillocks, G. Jr. Alternatives in English: A Critical Appraisal of Elective Programs. NCTE and ERIC/RCS, 1972.

Describes and evaluates English elective programs on the basis of a study of such programs now in operation in high schools in the United States.

5.4 Secondary

5.4.1 Fenner, J. L. Principles of student-centered high-school English teaching. Dissertation Abstracts International, 1972, 33, 221A.

Suggests that student-centered high-school English teaching may be successful. Goals are similar, procedures adaptable, content appropriate.

5.4.2 Lovern, M. F. Guidelines for the pursuit of full humanity in a secondary English program. Dissertation Abstracts International, 1972, 33, 1418A.

Attempts to find out what critics and educators have to say about the status of education and the need for change; also attempts to determine a rationale and establish guidelines for changes in the secondary English program.

5.4.3 Tannian, M. E. The nature of mythology: its place in the English curriculum. Dissertation Abstracts International, 1972, 33, 88A.

Proposes that mythology, by its nature, can play a major role in the education of the imagination.

5.4.4 Teplitsky, A. Differential effects of a simulation unit in tenth grade English classes. Dissertation Abstracts International, 1972, 33, 668A.

Finds that participation in a simulation had a significant long-range impact on low-grouped students' facility for written expression but that English grades did not differ significantly from those of students in non-simulation and control treatments.

See also: Hillocks, G., Jr., 5.2.3.

5.5 College and Adult

5.5.1 Bryan, J. R. The influence of the nature of a college upon the development of a freshman program in English. Dissertation Abstracts International, 1972, 32, 6920A.

Proposes, as a principle to guide freshman English directors in developing their programs, that the programs be developed to accomodate particular conditions in each individual college.

5.7 Teacher Training

5.7.1 Letts, D. L. Undergraduate and graduate teacher preparation--a student-centered approach. Dissertation Abstracts International, 1972, 33, 278A.

Employs the ideas and methods of such 'romantic' educational theorists as Kohl, Moffet, and Postman in the teaching of one undergraduate and three graduate courses in English education.

5.7.2 Mehl, R. F., and Reedy, J. E. Teacher education programs: A model for curriculum revision. English Education, 1972, 4, 10-15.

Studies a secondary English program through the experience of its graduates to determine which portions of it have not been effective and should be deleted and what new elements should be added.

See also: Eble, K.E., 5.2.2.

6. Testing and Evaluation

6.3 Preschool and Elementary

6.3.1 Hanson, I. The use of two language screening tests with kindergarten children. Elementary English, 1972, 49, 1102-1105.

Describes the findings of a program to identify children with potential learning problems.

6.3.2 Hogan, T. P. Prediction of within-school system variance in test scores from within-community variance in socio-economic status. Journal of Educational Measurement,

1972, 9, 155-158.

Finds that correlations between standard deviations of test scores and an index of within community variability in income are of borderline significance.

6.3.3 Kamil, M. L., and Redeair, R. E. Methodological improvements in the assessment of phonological discrimination in children. Child Development, 1972, 43, 1087-1091.

Finds that repeated testing is a necessity for young children, and that repeated contrasts may provide a more accurate assessment of phonological discrimination ability in children.

6.3.4 Lambert, P., and Borgatta, E. F. The use of Quick tests with eighth graders. The Journal of Educational Research, 1972, 65, 447-450.

Examines the feasibility of using two Quick tests with eighth graders. Finds the performance of the Quick tests fairly impressive.

6.3.5 Personke, Carl R. The use of nonsense words to test generalization ability in spelling. Elementary English, 1972, 49, 1233-1239.

Concludes that it is reasonable to assume that nonsense words used in a recall dictation test will indicate the ability of children to use phonetic generalizations. Reviews past research on the subject.

6.5 College and Adult

6.5.1 Akeju, S. A. The reliability of general certificate of education examination English composition papers in West Africa. Journal of Educational Measurement, 1972, 9, 175-180.

Finds that examiners used different standards for marking and that the inter-rater (reader) reliability was unsatisfactory. Suggests a multiple-choice type test to measure writing ability.